



2023-2024 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2024-25 School Year)_01032024_11:38

2023-2024 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2024-25 School Year)

Russellville Independent
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2023-24 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2024-25 School Year)

The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when non-traditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from [KRS 158.070\(9\)](#) and [701 KAR 5:150](#), which state the following:

KRS 158.070(9):

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have a non-traditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the non-traditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

701 KAR 5:150, Section 1(5):

“non-traditional instruction plan” means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on non-traditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#), Section 3(2)(b), what are the district’s plans for implementing non-traditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

District Assurances for Continuation of Learning Plan:

The District assures:

1. Instruction on days designated as Non-Traditional Instruction (NTI) Days when the school

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district is closed to in-person instruction will be a continuation of the learning occurring on in-
person student attendance days.

2. It utilizes a learning management system to make instructional design more adaptable for NTI Days.
3. It's primary delivery method on NTI days shall be digital. The district further assures that it will make every effort to ensure all students have both access to a device and to the internet.
4. Agreements have been reached with other educational entities that service the district's students (i.e. area technology centers, other dual credit institutions, regional schools) to ensure that the district's students are not penalized when the district uses an NTI day.
5. The district will continue instruction, support and communication with all students on NTI days to ensure academic progress as well as social and emotional well-being are not negatively impacted on NTI days.
6. All teachers have received adequate professional learning to ensure they are prepared to facilitate instruction on NTI days.
7. All staff will follow their normal work schedules on NTI days.
8. Agreements have been reached with community partners (i.e. libraries, community centers, churches) to enhance delivery of services on NTI days.
9. Participation will be recorded for all students on NTI days.
10. Has a written plan in place to communicate information related to NTI days.

Please enter the name of the district superintendent and date below to certify.

Kyle Estes, Superintendent

Russellville Independent School District

April 16, 2024

1. What is the district's plan to ensure a continuation of learning will occur when in-person instruction is not feasible and non-traditional instruction is implemented?

Russellville Independent School District will ensure there will be a continuation of learning for all students by using Google Classroom as the platform for learning in grades K-12, with some grade levels providing supplemental instruction through packets they send home. Preschool, Kindergarten, 1st grade, 2nd grade and 3rd grade will send home supplemental packets to their students. Chromebooks will be 1-1 for the elementary (4th-5th grade), middle (6th-8th grade), and high school (9th-12th grade) students. Teachers will share their schedule with families and have students sign in to each teacher's Google Classroom for whole group and small group instruction. All instructional lessons will be aligned to KAS standards, learning targets, and assessments. Teachers will also have videos accessible to students that are not able to log in to Google Classroom during scheduled hours. If non-traditional instruction is due to weather/safety, then all classified employees will be assigned the same Safe School videos or assignments across the district. All certified staff will continue instruction for all students and make family contacts. All

family contacts should be logged into Infinite Campus in the PLP log. Employees will participate in NTI Professional Learning within the first 60 days of the year.

2. How will the district ensure a continuation of learning on non-traditional instruction days for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

SPED teachers will meet with their students online in small groups and join the regular education meetings. SPED and EL teachers will meet with students in small groups through Google Classroom. Special Education team members will collaborate with the regular education teachers to ensure that students with IEPs and 504 plans are provided accommodations and modification on their daily assignments. Our teachers that have resource classrooms will use Google Classroom as a means to communicate with students' daily assignments that have been modified or adapted to meet their learning needs. Each SPED teacher will contact the students assigned to their caseload at least once daily. In the event of a Non-Traditional Instructional model, RISD Exceptional Education staff (including OT, PT, Speech and Language Therapy) will coordinate and plan with general education teachers to ensure equitable access to the curriculum for students with disabilities or other limiting factors. Students who have an IEP that lists academic accommodations for testing, modifications for tasks and assignments, supplementary aids and services, and any specially designed instruction will continue to receive those services through virtual options such as Google Classroom, Google Meets, etc. Progress monitoring of IEP goals and objectives will remain current and shared with parents. Exceptional Education staff will communicate regularly with students and families to address questions or concerns. SPED and general education teachers will meet with students one-on-one or in a small group Google Meet. Each student will be provided accommodations and or modifications on daily assignments per IEPs and 504 plans. Each student's contingency plan for non- tradition instruction will be documented in the student's IEP in the conference summary.

School districts need to have plans to educate all students on NTI days. This section provides guidance on meeting the educational needs of students with student-specific plans on NTI days.

Special Education Students

Accommodations for students with Individual Education Programs (IEPs) need to continue to be met on NTI days. In each student's Admission and Release Committee (ARC) meeting, a plan should be created relating specifically to how IEP accommodations will be met on NTI days. It is especially important to understand what type or level of parental support the student will have at home on NTI days before deciding on an educational plan for NTI days. It is recommended that the NTI day procedures be recorded in the conference summary section of the IEP. NTI day procedures would vary depending on a student's individual needs but could include, for example, the regular classroom teacher adjusting the lesson to meet

accommodations, the special education teacher creating student specific lessons, or the regular education and special education teachers working together to adjust or create lessons.

Procedures for NTI days could also include, for example, sending familiar manipulatives home with the students, downloading lessons or educational games onto a tablet, and sending it home, creating lessons focusing on life skills, or using technology to create face-to-face learning experiences. The regular education and special education teachers must be available to students on NTI days.

Related Services

In addition to the information in the section dedicated to “Special Education Students” above, please note that NTI day procedures would vary depending on a student’s individual needs but could include, for example, using technology to create face-to-face learning experiences, sending manipulatives or practice activities home, or calling students on the telephone to work through exercises. Therapists should be available to students to NTI days.

Special Education Timelines

NTI days are considered instructional days and should be included when counting school days for purposes of determining and complying with legally required timelines, including those related to special education and outlined in 707 KAR 1:320 and 707 KAR 1:340. For example, a district is legally required to ensure that, within 60 school days following the receipt of parental consent, a child is evaluated for services and, if eligible, receives specially designed instruction and related services in accordance with the IEP. An NTI day occurring within this 60-day timeline would count as a school day for purposes of complying with this legal mandate.

Students with 504 Plans

Implementation of a student’s 504 Plan should continue on NTI days. If your district’s 504 Plan form has a conference summary section, it is recommended that the NTI day procedures be recorded there. NTI day procedures would vary depending on a student’s individual needs but could include, for example, adjusting the classroom teacher’s lessons, creating student-specific lessons, downloading lessons or educational games onto a device, and sending it home, using technology to create face-to-face learning experiences, or calling the students at home to work through lessons. Teachers must be available to students on NTI days

3. How will the district ensure a continuation of learning on non-traditional instruction days for other special populations of students, including, for example, English Language Learners with a Program Services Plan (PSP), students with a Gifted Student Services Plan (GSSP), and students placed in alternative education programs served by the district?

All services (GSSP, EL, and PTP) that students qualify for will be met through individualized plans designed by those certified faculty members designated to

Implement those services. Regular Education teachers will collaborate with these specialized service providers to ensure that instruction meets the expectations of the students' needs. The GT/Primary Talent Pool teacher will meet online with her students at a designated time once per week. Gifted and Talented and STEAM will meet with specific students weekly at a specified time. These teachers will collaborate with each student to make sure times do not overlap and a continuation of services are provided.

School districts need to have plans to educate all students on NTI days. This section provides guidance on meeting the educational needs of students with student-specific plans on NTI days.

Related Services

In addition to the information in the prior section dedicated to "Special Education Students" above, please note that NTI day procedures would vary depending on a student's individual needs but could include, for example, using technology to create face-to-face learning experiences, sending manipulatives or practice activities home, or calling students on the telephone to work through exercises. Therapists should be available to students to NTI days.

Gifted Students

Implementation of Gifted Student Service Plans (GSSPs) should continue on NTI days. If your district's GSSP form has a conference summary section, it is recommended that the NTI day procedures be recorded there. NTI day procedures would vary depending on a student's individual needs but could include, for example, the gifted and talented teacher creating enrichment lessons and activities, or the creation of a long-term project related to the goals in the GSSP. Gifted and talented teachers must be available to students on NTI days.

Migrant Students

Districts should be cognizant of the specialized needs of migrant students, especially if those students are also considered English Learners and have a Program Services Plan (PSP). NTI day procedures would vary depending on a student's individual needs.

English Learners


Implementation of Program Service Plans (PSPs) should continue on NTI days. It is recommended that the NTI day procedures be recorded there. NTI day procedures would vary depending on a student's individual needs. It is recommended that information relating to NTI days be sent home in the student's native or home language. English Learner teachers must be available to students on NTI days.

4. How does the above non-traditional instruction plan providing for a continuation of learning relate to district goals?

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Russellville Independent School District will continue to follow and implement the KAS standards, learning targets, and assessments to plan and drive instruction for all students (K-12) using Google Classroom platform. Our school goals prioritize growth in student achievement for both math and reading. During NTI, math and reading courses will continue with assessments and instruction very similar to the structures we use for in-person learning. We will still provide response to intervention times for students that are below grade level on math and reading skills. There will be a designated time each day for students to attend Google Meet sessions for their RTI skills classes, just as our in-person schedule provides.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 RISD Non- Traditional Instruction Plan	RISD Non- Traditional Instruction Plan - to be used as needed for the implementation of NTI across the district. Plan provides detailed services for employees and students.	.